

Aspects of Tutor and Writing Ability

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Abstract

The purpose of this study is to assess the correlation between aspects of tutor and the students' basic writing outcomes of the Elementary School Teacher Education at the Distance Learning Program Unit, Open University of Palu. This is ex post facto correlation with the population research of 387 people and the total sample of 100 people. This research employed a multistage random sampling technique. Data were collected through questionnaire technique and score of final exams. Data were analyzed using regression analysis IBM SPSS 19 Statistics. The result of calculation of IBM SPSS 19 statistics was obtained regression equation, $Y = 11.463 + 1.157X_1$. It shows that any increase in the scores of tutor aspect (X) caused an increase of 1,157 basic writing ability outcome scores (Y) at constant, 11.463. Then, based on the value of the R Square, it was obtained a value of 0.552. This means that 55.2% of the variation which occurred in the results of basic writing ability can be explained by variation in aspects of tutors through regression equation $Y = 11.463 + 1.157X$. The results of hypothesis testing, f and t test with $\alpha = 0.05$ significance level based f test, $0.000 < 0.05$, it can be concluded that H_0 was rejected and H_1 was accepted. It means that there is a positive and significant correlation between aspects of the tutor and the results of the students' basic writing ability outcomes of the Elementary School Teacher Education (PGSD) at the Distance Learning Program Unit, Open University of Makassar.

Keywords: Tutor Aspects, and Writing Ability

I. INTRODUCTION

Face to face tutorials are carried out, because the students of the distance higher education tend to have self-learning readiness of both average and under average (Sugilar 2000) or low self-learning readiness of 29.8% (Darmayanti, Islam, and Asandhimitra 2000). Creative and productive tutorial models are originated from the targets of the Open University's strategic plan from 2010 to 2021 and the operational plan from 2010 to 2013, which targets the achievement of tutorial services at the end of 2010, the Open University must accredit tutors as many as 50% of all units Distance Learning of Open Universities in Indonesia.

In order to accelerate the target, in 2009 the Open University organizes a training i.e. formation of the core team for Tutors Coach. In 2010 unit of distance learning Courses at the Open University of Makassar has been carrying out creative and productive model tutorials for basic writing skills course /PDGK4303. Momentum of creative and productive tutorial models is becoming a source of inspiration to examine more specifically whether the tutors' competency aspects have a positive and significant correlation with the results of the basic writing skills. The purpose of this research was to examine the correlation between tutor competency aspects and the results of the basic writing skills for students of elementary school teacher, in particular for the distance learning Program of Open University Makassar in academic year 2012. This research has two significances. They are theoretical and practical significances. The theoretical significance is providing information relating to proof theory or the development of the study for the tutors competency aspects and the results of basic writing skills. The practical significance is as the materials expected to be input and consideration for stakeholders such as the Center for human resources development for Open University and distance learning Program Unit for open universities in Indonesia in order to make decision and a policy in developing the implementation the creative and productive model for basic writing skills subject and other subjects in the future.

II. LITERATURE REVIEW

A. Tutorial

Generally, technical term "tutorials" or "tutoring" is interpreted as a guidance and learning support among friends or colleagues at peer tutoring. Concept of tutorial is also interpreted as a process when a person giving assistance and tutoring to others both individuals and groups. In this tutorial, the party who guided or assisted is

called, tutee. The party who gives guiding and helping is called tutor. Both of them obtain an advantage, because either the tutor or the tutee is learning together (Tim PAU-PPAI-UT 2001).

B. Tutor

Legislation of the national education system, number 20 in 2003, article 29 paragraph: 2, mentions that tutors are professional personnel in charge of planning and implementing the process of learning, assessing learning outcomes, conducting supervision and training, as well as conducting research and devotion to the community especially for educators at college. Academic tutors' qualification must be at least master's degree (S-2) in a relevant field of study and obtained from an accredited study programs (BSNP 2007).

C. Creative and Productive

The word of creative is English language absorption. That is "creation". Creation is an abstract noun. The adjective is "Creative" in Indonesian language being " *kreatif* " (Yusmansyah 2008). (Ariwibowo and Roy S 2003) describes that the creativity comes from basic words of "creative". It has the root of word "to create". (Kaufman, J.C 2009) explains that creativity is the interaction among the domains, the environment, and ourselves. A domain is an area of expertise that is already owned. Creativity is the core of a person's ability to create something new, either in the form of an idea or a real work which is relatively different from previously existing. States that productive is something that is able to produce in large quantities, and also bring or giving useful results, (Sugono 2010).

Productivity is related to the final result, i.e. how large the final results obtained in the production process. Determinant factors of productivity consist of knowledge, skills, abilities, and attitude. Creative and productive Model Tutorial is the right solution in basic Writing Skills tutorial because this model involves the students intellectually and emotionally in learning. In addition, it presents the opportunity to students to complete the task with responsibility and requiring hard work, dedication, enthusiasm, and confidence.

D. Aspects of Tutor

Tutor is one of the components in the learning process involved in the formation of learners attempting to become human resource potential in the development. This implies tutor position as educators should play an active role and place his position as professionals in accordance with the demands of society. To determine how best to tutorials implemented, (Barrows 1988) cited by the Development (Team PAT-UT 2001) mentions some of the principles that should apply in order to organize tutorial activities for the college level, namely (1) interaction between tutor and tutee should take place at the metacognitive level, except for the activities of a procedural like scheduling. The meaning of the metacognitive level is the level of thinking that organizes about the thinking process itself, for example, to answer the question "why" and "how it happened", (2) the tutor should carefully guide the tutee in the overall learning process steps that must be passed by the tutee. If tutee is asked to analyze a particular problem or situation, the tutor must be sure that the tutee will follow the steps of logical thinking. If tutee is asked to analyze a case, the tutor must guide tutee to the synthesis process. If tutee is asked to analyze an action, the tutor must be confident with the steps to be taken by the tutee, (3) the tutor should be able to encourage the tutee to the stage insights and produce knowledge that can be kept in tutee's mind to the extent to be able to answer the question "why", (4) the tutor should avoid giving information only. Tutee should own that gather information from literature sources, experts, and other learning resources, such as models, specimens, and field experience, (5) the tutor should avoid to give opinion on the correctness and quality of comments or donations tutee's mind, (6) the tutors must be able to foster discussion, commentary, and criticism between one tutee and another one, (7) any decision should be taken through the process of group dynamics. In this case, the tutor should be sure that every tutee in the group has given contributions to the overall activities of the group, (8) the tutor should refrain from discussions that only a tutor-tutee interaction patterns. However, the tutor must always involve all the tutee in group activities so that they can discuss and argue with each other, (9) If the tutee states correct expression, the tutor should convince the tutee by asking "do you believe that?", (10) the tutor should be able to make variations stimulation to learn so tutee will not feel bored or desperate, (11) the tutor should be able to monitor the quality of the learning progress of the tutee by directing the study to the extent of deep understanding, (12) the tutor needs to be aware of the possibility of interpersonal problems in a group and need to intervene to maintain the effectiveness of the group process so that all members of the group can contribute thoughts, and (13) none of activity in the tutorial that merely becomes the tutor's task only. Therefore, the tutor must continue to work together with a group of the tutee and is always responsible for

learning in groups. However, at any time tutors should allow the tutee to be independent when the learning process has been going well and only provide intervention if necessary.

The thirteen principles are suitable for peer tutoring and tutorials between tutors and students, either in individual or in groups. To be able to apply the principles of, tutors need to develop strategy tutorial activities in accordance with various situations and needs.

(In the tutorial guidelines 2007) it is mentioned that tutors, supervisors, and managers of the learning area become very important components in determining the success of the tutorial. Therefore, hiring a tutor should be done effectively and carefully, with attention to the following provisions:

- a. Mastering the course materials which is going to be explained in the tutorial
- b. Having the ability to help students master the competency courses taught; the course materials
- c. Having the ability to select and implement strategies tutorials and proper guidance which can motivate and enable students to learn; and
- d. Having the ability to run the tutorial and guidance in accordance with the conditions set.

The criteria used in recruiting tutors tutor to carry out the following tutorial., are as follows :

- a. Having a minimum academic qualification Master (S-2) in a relevant field of study and obtained from accredited study programs (BSNP 2007).
- b. Having educational background relevant to the subjects that are taught in tutorial
- c. Having followed (passed / attended) the Basic Ability Improvement Program Instructional Techniques (PEKERTI), upgrading tutor, or Accreditation Program Open University Tutor (PAT-UT)
- d. Having passed the selection as a tutor.

III. RESEARCH METHODS

a. Types of Research

This research was ex post facto. It was correlation research

b. Research Design

This research design employed a symmetrical relationship (Rosenberg 1968) namely the correlation of the direction consisting of one independent and dependent variable, as in the following figure.

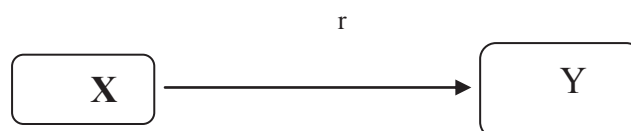


Figure 1. Research Design

Note:

X = Tutor Aspect

Y = The result of basic writing ability

r = Correlation

c. Population and Sample

The population consists of 387 people and the sample involved 100 people. The sample was taken through multistage random sampling techniques including engineering area, proportional, and random. Data were collected using questionnaires and documentation techniques. A questionnaire was used to measure the competence aspect tutors, while the documentation technique was used to obtain a score of final exams of Basic Writing Ability courses. Sampling was taken by using Slovin formula (Umar 2004) below.

$$n = \frac{N}{\dots}$$

$$1 + N(e)^2$$

remarks:

n = number of samples

N = number of population

e = percent leeway inaccuracy due to sampling error that can be tolerated. Of the total population with leniency level of inaccuracy is set at 10%, then by using the above formula for the sample obtained as follows:

$$n = \frac{387}{1 + 387(0,10)^2} = \frac{387}{1 + 4,87} = \frac{387}{4,87} = 80$$

The researcher took a sample of 100 people, which means that the upper limit of the desired minimum sample of Slovin.

Questionnaire testing was used to observe face validity and expert validity. The results of the analysis of the face validity was known that (a) the accuracy of the items measuring indicators for each item of the instrument of the tutor competence aspects located between the T (accurate) and ST (very accurate), (b) the clarity of the language used for each item of the tutor competency aspects, namely J (clear), and (c) components of the graphic instrument of the tutor aspects are in B (Good). Thus, it can be concluded that the 19 points of the statement of these instruments can be used to measure aspects of the tutor's competence (Azwar 1999). Then, the data analysis results of expert validity were obtained that the results of the assessment validity 1 and 2 of the questionnaire aspects of the tutor's competence had high validity coefficient that is equal to: $V > 0.75\%$ (Ruslan 2009). Thus, the questionnaire aspects of competence tutors fit for use in this study. For more details can be seen in the results of assessment validity 1 and 2 below.

		Validator I	
		Irrelevant Score (1 – 2)	Relevant Score (3 – 4)
Validator II	Irrelevant Score (1 – 2)	0	0
	Relevant Score (3 – 4)	2	17

$$\text{Content Validity} = \frac{D}{A + B + C + D} = \frac{17}{19} = 0,89$$

All data that were analyzed, the researcher used IBM SPSS Statistics 19.

IV. RESULTS AND DISCUSSION

Research Hypothesis is that there is a correlation between the Tutors aspects (X) and the results of the basic writing ability (Y).

Statistical Hypothesis:

H_0 : $\rho_y = 0$ means that the hypothesis is rejected (not significant)

H_1 : $\rho_y > 0$ means that hypothesis is accepted (significant)

The result of hypothesis testing can be seen in the following table

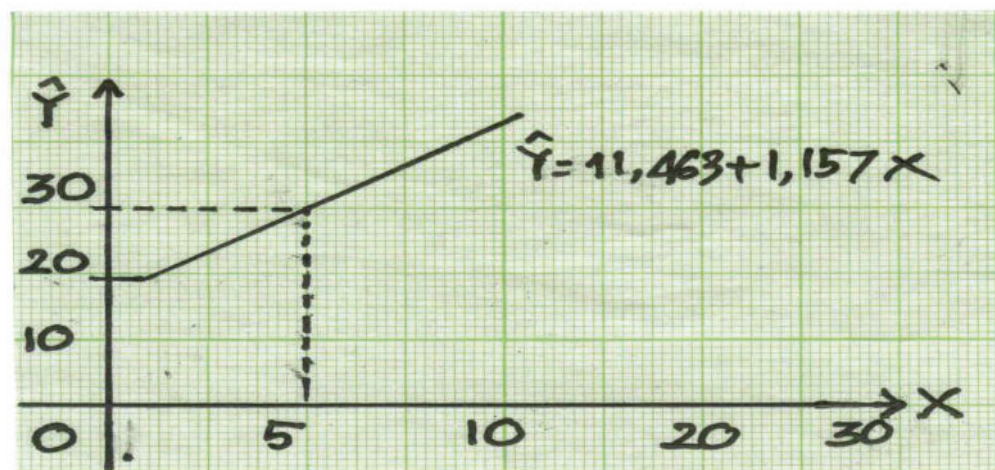
Table 1 Simple Regression Equations

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11,463	8.287		-1,383	.170
	Tutor Aspects	1,157	.105	.743	10,979	.000

Table 1 above shows that the simple regression analysis to the data of basic writing ability score and the tutor aspect score produced the constant " α " with 11.463 and regression coefficient " β " with 0.743, so the regression equation $Y = 11.463 + 1.157X$. Testing the significance of regression coefficients and linearity correlation between aspects of the tutor (X) with the results of basic writing ability (Y) can be concluded that the regression equation $Y = 11.463 + 1.157X$ was significant and linear.

Regression equation $Y = 11.463 + 1.157X$ shows that every increase of one aspect score tutor (X) causes an increase of 1.157 basic writing ability outcome scores (Y) at 11.463 constant as shown in the following chart.

Graph 1. Simple Regression Equation of X to Y



Simple correlation analysis of the scores of tutor aspect (X) with the results of basic writing ability (Y) shows that the correlation coefficient of r_{y1} was 0.743. The results of testing the significance of correlation coefficients using the t test showed that t_{counted} , 10.979, is significant at the real level of 0.000. It means that the correlation between aspects of the tutor (X) with the results of basic writing ability (Y) is significant. To clarify the results of the analysis of the correlation coefficient and the coefficient of determination r^2 can be seen in the table Summary^b Model below.

Table 2. Summary^b Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.7743 ^a	.552	.547	7.197	.552	120.537	1	98	.000

The analysis shows that the positive correlation between aspects of the tutor (X) with the results of basic writing

ability (Y) is supported by a coefficient of determination of r_{y1}^2 , 0.552. This means that 55.2% of the variation that occurs in the results of basic writing ability can be explained by variations in the aspects of tutor (X) through the regression equation $Y = 11.463 + 1,157X$. This suggests that aspects include tutor's educational background, job, training, length as a tutor, and distance from tutor's home to the tutorial place have a significant correlation with the results of basic writing ability of PGSD students of UPBJJ UT in Makassar.

Tutors with educational background who are recruited are mostly school teachers of senior high school (SMA) and the minimum educational qualified lecturers with master degree (S-2) in the study program of Indonesian language education. This is in line with the rules of the Open University in recruiting tutors and National Education Standard Board (BSNP) states that tutors at the higher education of bachelor degree program should have a minimum academic qualification of master degree (S-2) in a relevant field of study and obtained from accredited study program. Educational results facilitate both personal and group, in receiving information or knowledge derived from a variety of sources of information. The information obtained can provide additional value in business development / activity and increase awareness in the attention to every suggestion / innovation. The level of education determines the ability of a person, which in turn relates to the quality of performance in business, Tilaar, (in Devi and Usman 2010). Someone who is highly educated is more credible in conveying the idea than the lower educated person.

The tutors who give a tutorial on the S-1 PGSD Basic Education in Distance Learning Unit, Open University of Makassar, is a tutor who has a main duty as a high school teacher and lecturer who is still active in his/her institution respectively. The tutors are recruited by Distance Learning Unit, Open University of Makassar., with the requirement of minimum educational background of S-2, also tutors who have already join the training of tutor accreditation program of Open University (PAT-UT) and have the experience of being a tutor at least three years and distance from a tutor residence to tutorial location. A survey conducted by the Gallup-Healtways Well Being in the UK concluded that the ideal distance between home and the workplace is maximum 10 minutes. If it is more than that, or even it is up to a 3-hour; then, the people who live it will tend to excessive wondering (Majesticva 2014). Thus, the recruitment of local tutors is intended more ease affordability and facilitates the implementation of the tutorial activity that can carry out their duties and responsibilities to provide a tutorial as much as eight times. Tutor recruitment with emphasis tutors who already have at least three years experience to conduct tutorials are a potential resource in managing the tutorial, the tutors will have the enough confidence, working quietly, can be expected to onset of difficulty making it ready for him, (Asri 1986). The actualization of profession done by tutors based on the concept of accountability. According to the concept of responsibility, it explains that anyone who is entrusted with the task of educating must account for a job well done (Sabaruddin 1992).

Research findings in line with the results of research conducted by (Wijayanti 2011) explains that there is a relationship between educational background and academic achievement of midwifery practice ($\rho = 0.000 < 0.5$). The findings are more appropriate to educational background, the better student results. Indicators of educational background are one part of the aspects of the tutor. Then, (July, H 2006) states that there is a significant positive relationship between educational background and the quality of teaching that is indicated with a correlation coefficient of $r = 0.7359$ or $r^2 = 0.5415$ and $t = 8.76 > \text{table} = 1.67$ with $df = 65$ in significance level $\alpha = 0.05$.

The above discussion shows that the research findings with previous research findings can be stated that the more suitable tutor aspects including: educational background of tutors, tutors' job, tutor's training, length as a tutor, distance from tutor's home to a tutorial location, the more increase in improving results writing ability of the PGSD of basic education in Distance Learning Unit, Open University of Makassar. Thus, educational background, work a minimum of a high school teacher / vocational qualification of S-2, having joined training as tutor, having been being a tutor for three years, and the distance of the house with a tutorial place can be used as the basic recruitment of tutors.

V. CONCLUSION

Based on the results, it can be argued a conclusion that the correlation between aspects of tutor (X) and the results of basic writing ability (Y) of students of School Elementary Teacher Education (PGSD), of Distance

Learning Unit Open University of Makassar is really significant, namely 0.743 of the correlation coefficient. In this case we should consider some tutors' aspects as follows:

1. Tutors' educational background; all tutors minimum requirement educational background of S-2
2. Tutor job; here the relevant field is extremely needed
3. Tutor training; for High School teachers, they should have joined the training of tutor accreditation program of Open University (PAT-UT). While the University lecturer, they have to join the training of PEKERTI
4. Length as a tutor; at least the tutor has already have three years experience as a tutor
5. Finally the tutors' place; the distance of tutor's home and the tutorial place has a significant correlation with the results of basic writing ability of the students of Elementary Teacher Education (PGSD) of Distance Learning Unit, Open University of Makassar. In this case, we may say that the closer the tutors' place the better it is.

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